



GANDHI'S GLASSES

Written and Illustrated by Students in Model Schools for Inner Cities, Cluster A, Toronto, Ontario

RESPONSIBILITY Paix DIBISHIKO'ENJIGEWIN
Empathy PEACE शांति Empathie Compassion inendamaawiziwin जिम्मेदारी Égalité
समानता Responsabilité संवेदना bekaa'aadiziwin gizhewaadiziwin Freedom सहानुभूति
MOOZHI'ENDAMOWIN dibendizowin



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This Book is Dedicated to Students and Teachers Who Strive to Make a Difference Each Day

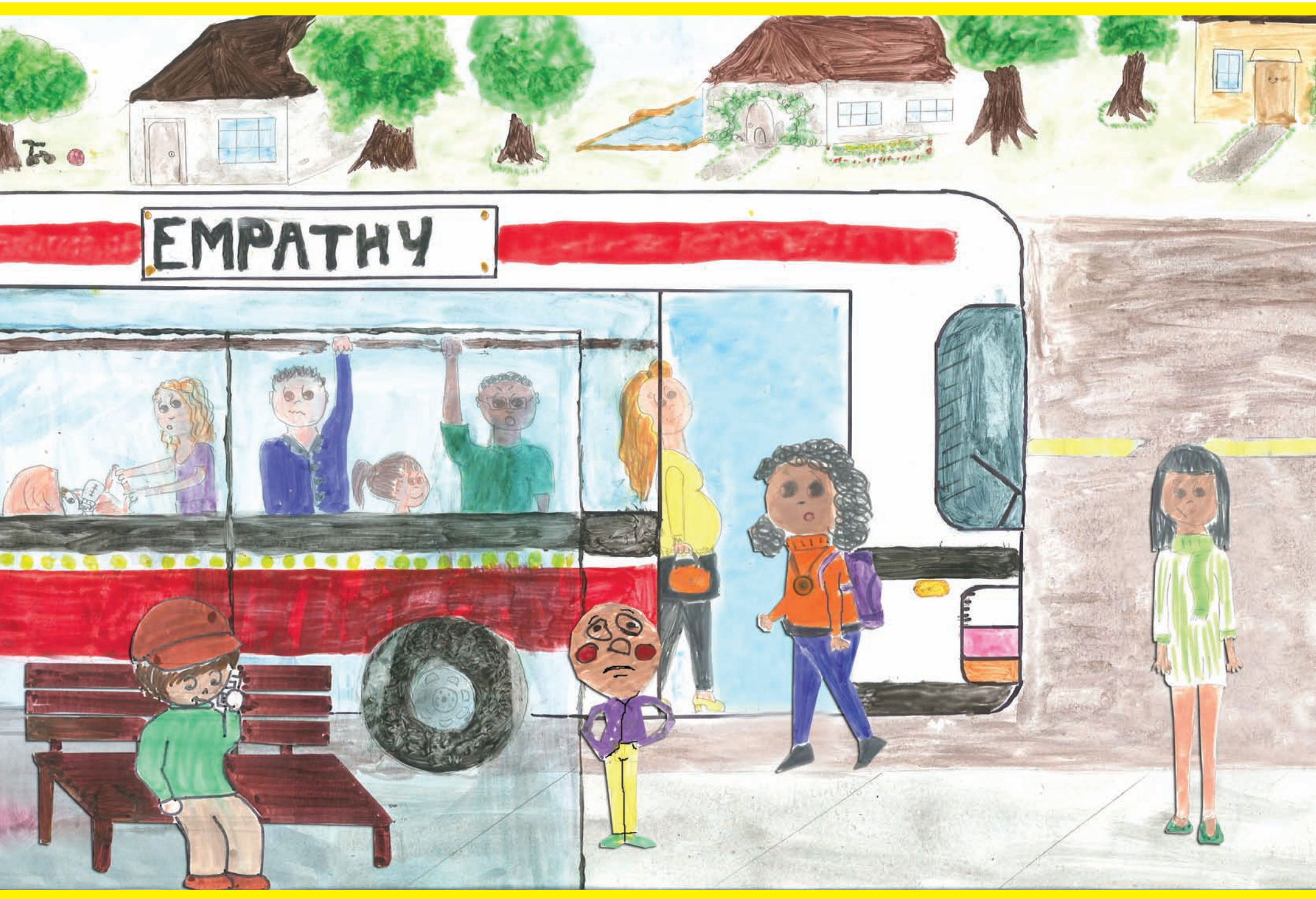
Asha began her day in the usual way. After leaving her home, she walked by her local park and noticed bulldozers ready to tear it down.

"Oh no! Where will we play after school?" Asha wondered sadly.

"I can't save our park,
I'm just a kid."

Asha didn't want to be late for school so she kept walking.





As Asha rushed to school, she approached the bustling bus stop. She noticed another student, Oliver, looking worried and rummaging through his backpack.

“UGHHH, I DON’T HAVE ENOUGH CHANGE,”

he sighed and dropped his bag on the ground.

People were rushing onto the bus, busy on their way to work and school. Nobody seemed to care. Asha hurried to get on the bus like everyone else.



When Asha arrived at school, she passed by one of the entrances and noticed backpacks blocking the ramp.

*That is the entrance that D'Andre uses to get into school on his wheelchair,
she thought to herself.*

**But there are just too many
bags for me to move by myself.**



So, Asha hopped over the backpacks and entered the school.





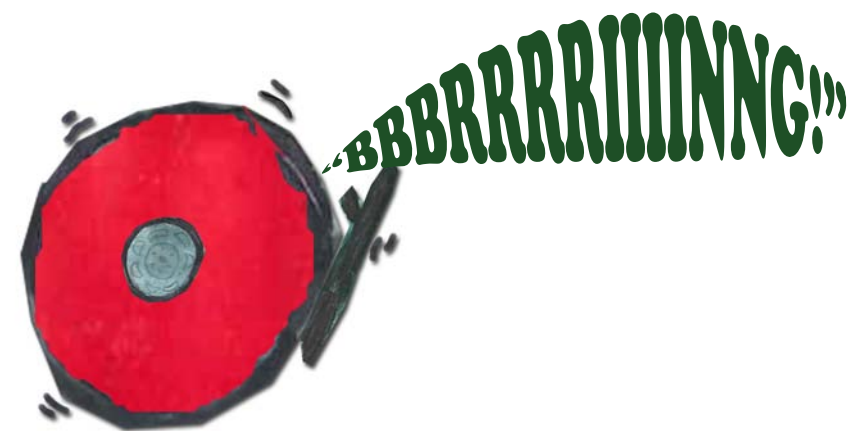
Asha's first class of the day was Language. Today they were working in groups reading aloud.

Asha was nervous about reading her paragraph, but after she read it, her group members said, "Good job, Asha!" Asha felt happy to be encouraged by her group.

Fatima, a new girl in class who spoke little English, was up next.

"The kids acted with re-res-pon-si-si-uhhh," Fatima stuttered and turned beet red. The group members started to snicker. **"She'll never get it," shouted Jasmine. "Let's move on."**

Asha felt bad for Fatima, but didn't say anything because she didn't want to be laughed at.



The bell rang and the students grabbed their snacks and went outside for morning recess. As Asha and her friends played, she noticed the boys and girls littering, dropping their snack wrappers on the playground.

The wind started to pick up and began to blow the garbage around the schoolyard.

Ewww! Yuck!
she thought to herself.
I hope someone picks up all this litter.

She continued to play with her friends until recess was over.





A warm-up game of basketball had already started when Asha and her friends arrived at gym class. They joined the game as the ball was being dribbled down the court.

"Pass it here, I'm open," Asha called out. The boys ignored her. The ball went flying past Asha and into the hands of another boy.

Discouraged, the girls left the court just as George shouted,

"Girls can't play basketball!"

Asha felt left out but didn't know what to do. She sat down on the gym bench and waited for the class to begin.



"Afternoon recess time!" exclaimed Mr. Singh. "After recess, I'll be teaching the class about my role model, a man named Mahatma Gandhi, so come in with your thinking caps on!"



Brooklyn and Sam both grabbed soccer balls and rushed to the field to begin their own game. As Asha was skipping past the field she heard the boys shouting at each other.

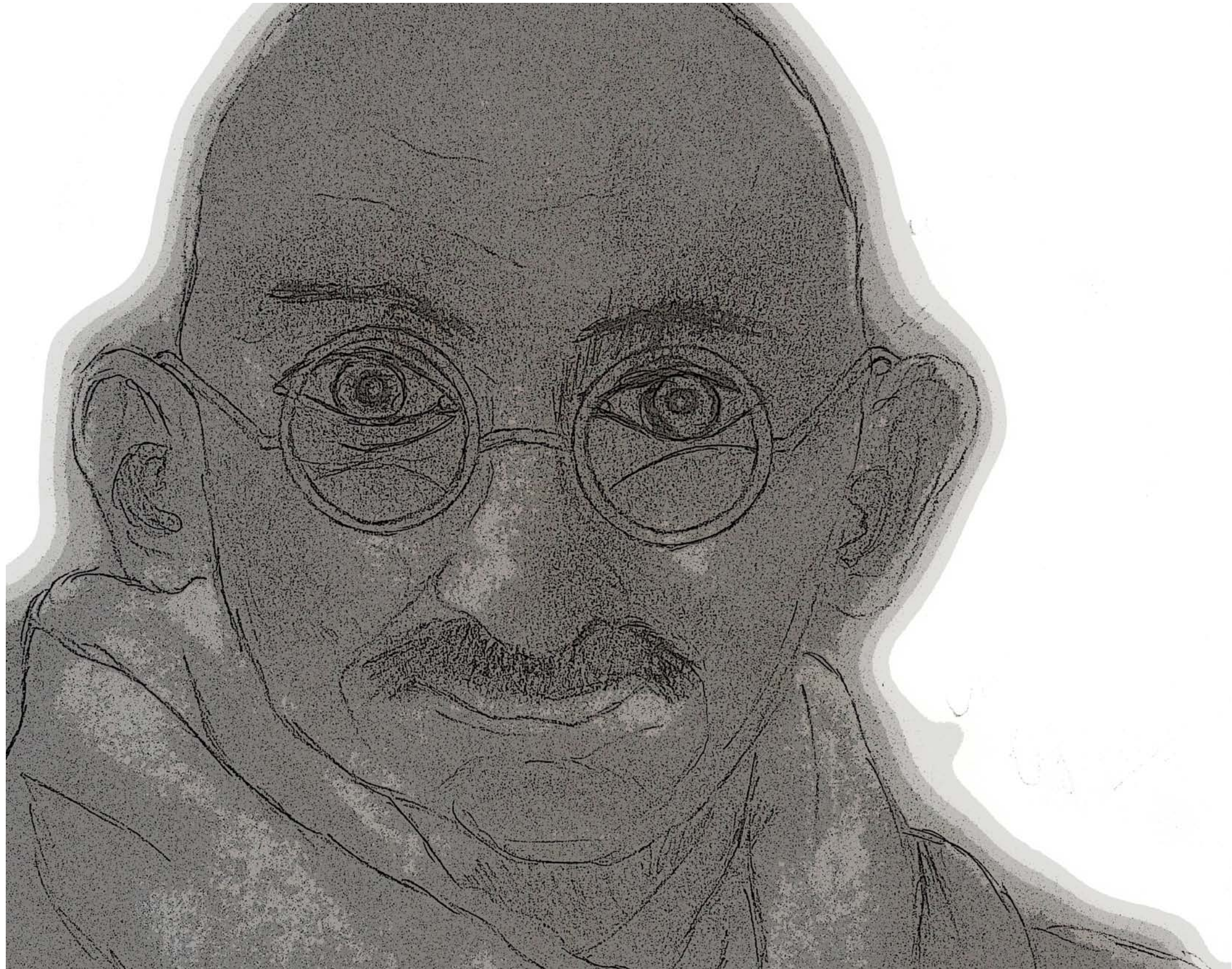
"Hey! I was here first!" yelled Sam.

"No, I was! There is not enough room for the both of us to play!" screamed Brooklyn.

"Then you should leave," said Sam as he shoved Brooklyn off the field.

Asha was disappointed in seeing her friends fight, but she didn't want to get involved. So she headed in for her afternoon class, curious to learn about Mr. Singh's role model.





“What can anyone tell me about Gandhi?” asked Mr. Singh.

“I think he was from India and wanted to help people,” answered one of Asha’s classmates.

“That’s right!” said Mr. Singh. “Mahatma Gandhi, wore round, golden glasses and had great influence on social change around the world. He helped others see how they could make the world a better place through peace and social justice.”

Mr. Singh continued, “I know as a kid, it’s hard to believe that you can make a difference, but as Gandhi once said, ‘In a gentle way, you can shake the world.’”

“When you go home tonight, think about what you can do to make the world a better place,” Mr. Singh asked as the class began packing up their books.

What a cool lesson, Asha thought to herself, as she was getting ready to go home. Who knew one person could make such an important difference?

As she grabbed a sweater from her bag, a pair of shiny gold glasses fell out. "Wow," she exclaimed. "These look just like the glasses Gandhi wore."

Wondering where they came from, Asha curiously put on the glasses. She suddenly started to feel a sense of responsibility to the world around her. These special glasses made her feel strong and determined to take action.

She closed her eyes and thought to herself, *did I do all I could today to help those around me?*

The glasses started to **GLIMMER, GLISTEN & GLOW.**





The bright light from the glasses started to fade away and Asha was magically back on the field listening to Sam and Brooklyn fight over the soccer field. Reminded of Gandhi's lessons, Asha walked over to the boys and said,

“VIOLENCE IS NEVER THE ANSWER to solve a problem! The field is big enough for all of us to play together.”

The boys realized how silly they were for fighting, when all of this time they could have been playing together.

With a smile on her face Asha jogged to her position to join the game.

The glasses she was wearing started to **GLIMMER, GLISTEN & GLOW** again.

She thought, *where are these glasses taking me next?*

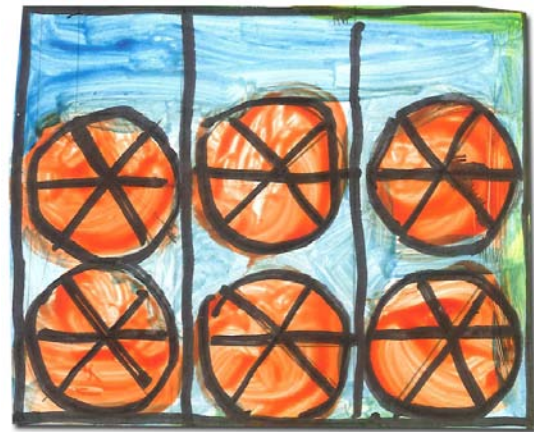


"Girls can't play basketball!" Asha heard George say as she realized she was back in gym class.

Remembering the change she made on the soccer field, she felt **EMPOWERED**. She boldly spoke up, "Girls can do anything boys can do. We are going to start our own game of basketball and everyone is welcome to join."

One by one, the boys joined the girls' game. George realized everyone was having more fun playing together. Now feeling sad because he was the one left out, George knew what he had done to the girls was not fair. "You can come join us," Asha said as she bounced him the ball.

The glasses started to **GLIMMER, GLISTEN & GLOW** once again.





Asha found herself back outside on the playground surrounded by garbage. *Ewww! Yuck!* she thought to herself. This time she understood that **ONE PERSON** can make a difference, so she began to pick up the garbage.

Just then, her classmate Susan asked, "What are you doing Asha? It is not our job to clean up the garbage."

Asha replied, "Don't you think that it is **EVERYONE'S JOB** to keep our environment clean?"

"I didn't think of it that way," Susan realized as she joined Asha in picking up the garbage.

Other students in the yard saw Asha and Susan doing their part and began to join in. Before they knew it all the trash was where it belonged, in the garbage and recycling bin.

And once again, the glasses began to

GLIMMER, GLISTEN & GLOW.



Asha was surrounded by her snickering group members in Language class and looked over at Fatima turning red. "Let's move on," said Jasmine.

"No," replied Asha, "we should be *patient* and help her sound out these words. If we just ignore her, how is she supposed to become a better reader?"

Asha leaned over to help Fatima with her paragraph, "I have trouble with this word too. Let's sound it out together. Re-spon-si-bil-i-ty."

All of the group members took turns helping Fatima sound out these new words. When Fatima got to the last word she had a big smile on her face and felt proud.

Once again the glasses started to

GLIMMER, GLISTEN & GLOW.





Asha was suddenly at the entrance of school remembering how overwhelmed she felt when she first saw the backpacks. *Doing something is better than doing nothing*, she thought to herself.

She began to move the heavy backpacks from one end of the ramp so D'Andre and everyone who needed it could get into the school.

"Do you need me to move my bag?" asked Mei-Ling.

One by one students began to pick up their bags from the ramp and move them out of the way onto the grass.

Asha felt the familiar **CLIMMER, CLISTEN & GLOW** from the glasses.

It was morning again and she was at the bus stop watching Oliver rummage through his bag for change.

What if I didn't have enough change? she thought to herself. *I would want someone to help me.*

Asha remembered she had \$2 saved for a freezie at recess. *I think he needs this money more than I do.* Then she walked over and handed him the change.

"Thank you for taking the time to help me. I must have lost my change on the way to the bus stop," said Oliver.



Asha jumped onto the bus and remembered one more place she needed to go.

The glasses started to **GLIMMER, GLISTEN & GLOW**

even brighter than they ever had before.





A roaring sound from a bulldozer engine startled her. Beside her were Susan, Oliver, D'Andre, George, Sam, Brooklyn, Mr. Singh, Mei-Ling, Fatima and Jasmine. Everyone saw what was about to happen and if they didn't do anything their neighbourhood park would be destroyed. Susan asked, "Where will the animals go?"

"And the daisies grow?" D'Andre piped in.

"Where will we all play basketball?" asked George.

"And soccer," yelled Sam and Brooklyn.

Asha turned to the group and said, "We've learned today that we have the power to make a difference. So let's speak up for our park and march for what we believe in."

As she marched to save the park with her friends, Asha took off her glasses and gently placed them on the nearby park bench. She no longer needed them to see the world around her **THE GANDHI WAY.**

As she walked away she thought to herself, *I wonder who will get to see the world through Gandhi's glasses next?*



A Message to Parents, Guardians, Teachers and Students:

WHO WAS GANDHI?

Mohandas Karamchand Gandhi was born in India on October 2, 1869. He was educated as a lawyer in India and England, and moved as a young man to South Africa. While he worked for a law firm in South Africa, he experienced first-hand racial discrimination and oppression of common people. This motivated him to help those around him.

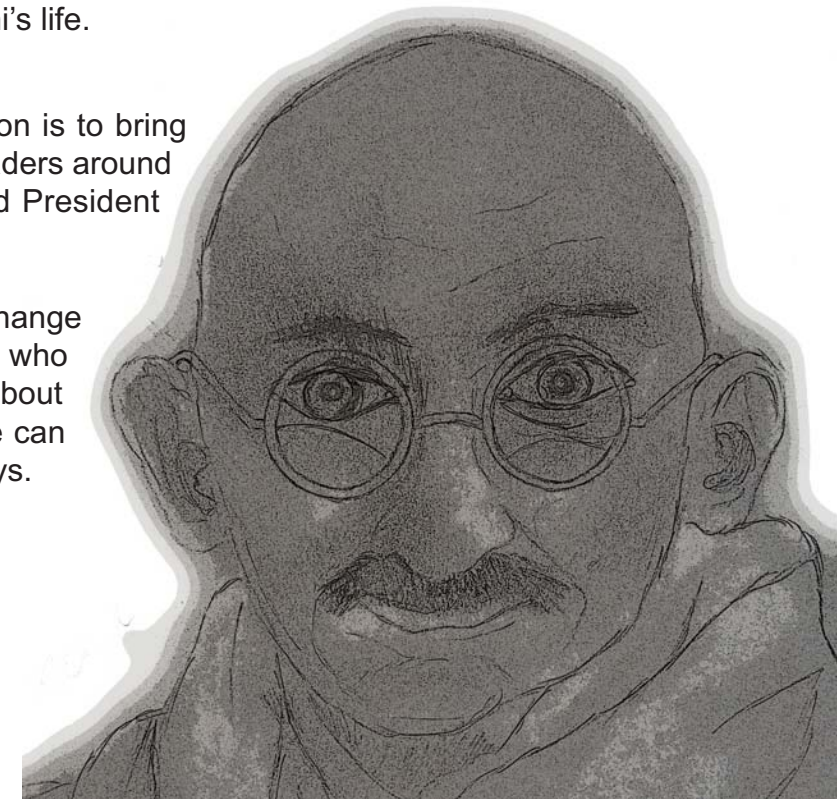
Gandhi returned to India in 1915 and became active in India's struggle for independence from British rule. He developed a method of resistance based upon the principles of courage and non-violence. He used this particular form of resistance to fight for human rights and advance political and social goals.

He chose a spiritual life of prayer, fasting and meditation, living among the poorest people in India. He taught ways to empower those who were disadvantaged and aimed to develop education and social services in society to create positive change.

In 1947, along with other influential people, Gandhi's efforts were successful in achieving India's independence. Even after independence when fighting persisted in the country, Gandhi fought for peace through non-violent ways such as fasting, protesting and leading by example. In 1948, at the age of 78, a political extremist ended Gandhi's life.

Gandhi was known as an important social activist (a person whose intentional action is to bring about social, political, economical or environmental changes) who came to inspire leaders around the world, such as Nelson Mandela, Martin Luther King Jr., Dr. Wealthy Fisher and President Obama. Gandhi became known as 'Mahatma', which means great soul.

Gandhi left us with many messages we can learn from today. He told us to "Be the change we wish to see in the world" which is how he strived to live his life. He is a role model who showed us how one person can make a difference. Today, as we continue to learn about global citizenship, we can learn from the messages of Gandhi. And just like him, we can learn to stand up for what we believe in through peaceful, cooperative and caring ways.



LET'S DISCUSS IT

1. What character traits did Asha exhibit when she put on her golden glasses?
2. What does social justice mean to you? What do you think some challenges are in striving for social justice? Compare these to some of the challenges Gandhi faced.
3. What does being empowered mean to you? What are some ways people can be empowered? (i.e. literacy, education, and equality)
4. Why is it important to care about our environment and what does it mean for future generations if we do not care?
5. Are there any other people you can name that have been role models in social justice? What are some ways these people made the world a better place?
6. What are some social justice issues you saw in the book? What are some reasons why people were put in a disadvantaged situation? (i.e. disability, illiteracy)
7. How are some of the issues Asha experiences similar to those in Gandhi’s life?
8. Why do you think Gandhi felt it was important to help others?
9. What are some things in your life you might do differently with Gandhi’s glasses on?
10. How might you have solved some of the problems that Asha experienced in her day?
11. Have you seen any of your classmates/friends/family members take action in helping others? If so, who and what did they do?

12. If Gandhi was here today, what issues would he fight for in your community, and how would he do it?

13. Refer to the chart below. Think about each language and how they have unique interpretations of similar concepts. Why do you think that is? What is similar and what is different?

Glossary:

ENGLISH	FRENCH	HINDI	OJIBWE
Empathy	Empathie	संवेदना	moozhi’endamowin (feeling what others feel)
Peace	Paix	शांति	bekaa’aadiziwin (serene life)
Responsibility	Responsabilité	ज़िम्मेदारी	l'nendmaadiziwin (thinking what is needed)
Freedom	Liberté	आज़ादी	dibendizowin (owning oneself, freedom to do for oneself)
Equality	Égalité	समानता	dibishiko’enjigewin (thinking as equal to others)
Compassion	Compassion	सहानुभूति	gizhewaadiziwin (caring for others)

14. Using the words from the glossary, can you apply a word to a certain scene in the book? Why does the word you chose apply to the scene?

WHAT CAN YOU DO?

Gandhi inspired people around the world. You can too. Encourage and support those around you to be aware of what is happening in the world and in your community. Can you think of any ways you can make a difference in your community?



Learn about YOUR Community

Find a globally aware individual in your community and ask them to be a guest speaker at your school. With the assistance of a community representative discuss with your class what type of resources are available in the community (i.e. police station, women shelters, immigrant settlement organizations, health services) to address issues you may see in your daily life.



Volunteerism

Volunteer! Research organizations in the community that support a cause you may feel passionate about.



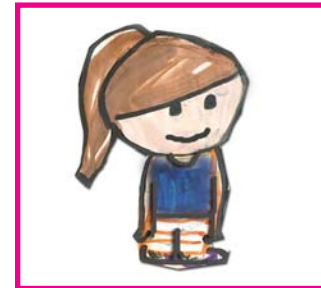
Non-Violence: No Bullying

Draw the connection between non-violence and anti-bullying by introducing an anti-bullying campaign in your classroom and/or school. You can create posters and slogans to support an anti-bullying ad campaign.



The Mighty Pen

As an active young person, you can write to your mayor, provincial leader or Prime Minister. Your letter can make a difference and draw their attention to an important issue in your community.



March for Peace

In your class or with your friends you can experience the transformative power of marching for a cause. Create posters with a picture expressing what non-violence means to you on one side, and a slogan on the other. Plan out a route of key places in your community and march to display your posters.



Lead by Example

Next time you see garbage in the schoolyard, someone bullying another person, or a person struggling to succeed, one of the best actions to take is to show how you can make a difference. A simple action of helping someone or caring for the environment around you can go a long way.

ACKNOWLEDGEMENTS PAGE

Ms. Armstrong's grade 2 class, Cornell

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Ms. Friesen's grade 3/4 class, Galloway Road

Ms. Hayward's grade 4 class, GB Little

Ms. Burns' grade 7/8 class, General Crerar

Ms. Hori's grade 3 class, Grey Owl

Ms. Mattison's kindergarten class, Highland Heights

Model Schools for Inner Cities

Toronto District School Board

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Ms. Sharma's grade 4-6 HSP class, Military Trail

Ms. Lawrence's grade 1 class, Peter Secor

Ms. Blake's grade 7/8 class, St. Margaret's

Ms. Burns' grade 2/3 class, Walter Perry

Mr. De Rosario's grade 2/3 class, West Hill

Ms. Ristuccia's grade 1 class, William Tredway

Ms. Anvar's grade 1 class, Willow Park



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